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ABSTRACT

The four elements of an effective social studies program are identified as knowledge, values, skills, and social participation. This Michigan curriculum guide delineates the goals and objectives for each of these elements. If the elements are to be translated into learning opportunities, the social studies program should exhibit these characteristics: (1) social studies programs for all students; (2) an emphasis on widely applicable basic concepts; (3) a selective approach to content; (4) conceptual frameworks undergirding programs; (5) clearly stated objectives; (6) appropriate learning activities; (7) varied instructional materials; and (8) a supportive classroom climate. Guidelines for constructing a K-12 social studies program and the suggested range and instructional focus for each grade level are outlined in sections 2 and 3. The goals and objectives for the K-12 program are outlined in section 4. Appendices include: (1) the common goals of Michigan education (excerpts); (2) education codes and state board of education recommendations; and (3) a model for social studies curriculum and instructional program planning. (SM)

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Essential Goals and Objectives for Social Studies Education in Michigan (K-12)

Michigan State Board of Education

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FOREWORD

The development of enlightened citizens who can function effectively as members of the local, state, national and international communities is the central goal of social studies programs. In a democratic republic, education is critical since our system is built upon the concept of enlightened citizens. They must possess a working knowledge of the economic, political, and social factors that make up the society in which we all function. Our citizens should understand the principles of rule of law, legal limits of freedom, and majority rule with minority rights. Without a conscious effort to teach and learn these factors, a free republic will not long endure. Thus, a major educational priority is to ensure our survival as a free nation through the development of enlightened citizens.

Within the general school curriculum, social studies is an essential program at all grade levels. Social studies is concerned with developing reflective, democratic citizenship within a global context, and includes the disciplines belonging to the social and behavioral sciences as well as history, geography, and content selected from law, philosophy and the humanities. It also includes those topics that focus on social problems, current issues, and controversies.

The broad range of social studies programs addresses multicultural experiences, equity awareness, and understanding of Michigan and the United States heritage, global perspectives, and economic and geographic literacy. There are certain core values which are appropriate for schools in a democratic society to address. The basis for these values includes the Constitution and the Bill of Rights, as well as a variety of court actions and legislations.

The present document entitled "Essential Goals and Objectives for Social Studies Education in Michigan (K-12)" represents the results of over four years of efforts by educators from throughout the state to develop an articulated kindergarten through twelfth grade social studies program. The recommendations presented herein are intended to serve as a guide for local school districts to use as they examine the relevance and adequacy of their own social studies program.

In closing, it is fitting to thank the many individuals, associations, organizations, and agencies who have provided assistance and support in the development of this document.

Gary D. Hawks
Superintendent of Public Instruction

August, 1987

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INTRODUCTION

The Common Goals of Michigan Education* recognize the need for education for the multiple roles of citizenship. The Essential Goals and Objectives for Social Studies Education (K-12), presented in this publication, translate these broader goals into statements of what young people ought to learn in social studies education.

Readers will find the goals and objectives stated in broad terms. Schools and teachers may wish to develop their own more specific statements of what is to be included at any one grade level or in a particular course. By so doing, schools and teachers will commit themselves to expectations for their students which are particularly appropriate for them and their communities. Many kinds of programs and organizations of learning activities can foster achievement of these essential goals and objectives.

The goals and objectives are divided into three categories: knowledge, democratic values, and skills. While these categories are helpful in clarifying what is to be learned, knowledge, democratic values, and skills are integrally related in the learning process and ought to be so in classroom learning activities. A fourth important element of social studies education is social participation. Suggestions for incorporating this element within the classroom are described in the Philosophy and Rationale section of this document.

This document is presented so that strand/goal statements extend from kindergarten through high school. Some objectives are more appropriate for older than younger students. While students should achieve specific aspects of the goals and objectives listed for each grade cluster level, none of the goals and objectives, as they are stated, can be wholly and completely achieved at one particular grade level. At the earlier grade levels, instruction should focus on readiness/introductory types of learning activities in regard to certain objectives. At a later level, the instruction should be systematic and content-centered; and, in still other instances the instruction should allow students to reinforce, apply and expand upon what has been learned earlier.

*Appendix A

A listing of State Board of Education policies, position statements, guidelines and recommendations which serve as the basis for much of what is included in this document appears in Appendix B of this document. In this regard, special attention has been given to recommendations concerning secondary social studies education in the Better Education for Michigan Citizens: A Blueprint for Action and the Michigan K-12 Program Standards of Quality publications.

Schools and teachers are encouraged to make use of this Essential Goals and Objectives document in several ways.

. . . Developing or revising their social studies curriculum and instruction program.

. . . As the basis for choosing or developing instructional materials and learning activities which actually promote achievement in social studies.

. . . Focusing attention on the kinds of teaching competencies needed for fostering social studies education.

. . . Identifying for parents and others in the community appropriate goals and objectives for social studies education.

. . . Evaluating their social studies programs and assessing student attainment.

This statement of Essential Goals and Objectives draws extensively upon an earlier version of Minimal Performance Objectives for Social Studies Education in Michigan, and Citizenship and Social Studies Objectives, published by the National Assessment of Educational Progress. It also draws from Guidelines for Social Studies Curriculum of the National Council for the Social Studies, as well as Michigan Department of Education Guidelines for Global Education, Consumer Education, Multicultural Education and Environmental Education. Development of this document was primarily accomplished by working committees composed of representatives from K-12 schools and institutions of higher education in Michigan. Suggestions of a broader representative group were taken into consideration.

It is hoped that this document will provide teachers and schools with a publication useful in their efforts to improve social studies education for students in their schools.

A PHILOSOPHY AND RATIONALE FOR SOCIAL STUDIES EDUCATION IN MICHIGAN

Introduction

The central purpose of social studies education in Michigan is the development of citizenship. The goal of citizenship, in turn, is the constant effort through decision and action to foster just relations among people and institutions.

The welfare of individuals and the welfare of society are tightly bound. Young people need to learn to live well as social beings. From childhood on they are part of social worlds extending from their everyday groups and communities to their country and the world at large. To find their ways in these social worlds young people themselves need the personal capabilities and moral commitments for wise choices of action in their social, political, and economic roles, those present and those yet to come. The society in which young people will continue to live is one of continuity and change, diversity and commonality, difficulty and opportunity, democracy and its insufficient practice. Such a society needs knowledgeable, thoughtful, and ethical participation by its citizens.

Both personal and social welfare require that schools educate for citizenship. Many areas of school programs as well as out-of-school life contribute to the development of citizens. Still it is social studies education which focuses directly and systematically upon those learnings required. Schools, therefore, must provide it for all young people from kindergarten through high school.

In social studies education four elements are essential: knowledge; democratic and humane values; skills in acquiring information and thinking about social affairs; and social participation. Programs must bring these elements together to foster a sense of efficacy, sound decision making, and responsible action.

The consequences of slipshod education for citizenship are severe. Young people and their schools, parents and the public, all must accept their responsibility for vital social education.

Four Elements of Social Studies Education

1. Knowledge

Developing knowledge has long been accepted as a major goal. Yet questions about what knowledge continue.

Whatever has been traditionally included is not necessarily the knowledge of most worth. Neither are items of information organized as mere description or narrative, nor sweeping abstractions outside students' experiences and understanding. Although what young people are to learn need not be limited to the instantly useful, it ought to have recognizable and projected usefulness in helping them to comprehend their social worlds and to make the decisions surely to be called for.

1.1 Concepts and Generalizations Are Significant

What young people ought to develop is knowledge of powerful concepts, generalizations, and theories. More comprehensive and more surely supported, such knowledge accounts for new particulars encountered in the course of living. Knowledge in the form of ideas can replace the confusion of unfamiliar and discrete events with some degree of meaning and so allow for some degree of influence and direction.

Items of information are not unimportant. Some are significant in themselves. Others are important as information about a particular, problematic condition, "the facts of the case," necessary for analysis and decision making. Most important, however, is acquiring further information which can be reorganized with the old in the form of concepts and generalizations. Out of scanty information sound ideas can rarely be formed. Unless relations among facts are grasped, what might become powerful ideas are left as empty verbalization, memorized but inert. Young people need a rich fund of information, but information selected with the intent of developing ideas.

1.2 Knowledge Must Represent the Best of Scholarship

Social studies must draw heavily upon the social sciences, including history, geography, government, economics, and from related fields such as law, sociology, psychology, the humanities, journalism, and the arts. Education in the social studies does not aim to turn students into social scientists. Suitable organization for scholars in some academic field may not be suitable for the learning stages of young people. Many of the problems of society which students must address are not dealt with handily by any one field. Nevertheless, from the fields of scholarship come the surest knowledge we have. Young people are entitled to make it their own. Society properly expects schools to rely upon it.

Of course, that the fields of scholarship have already developed significant ideas does not mean that students simply memorize them. Students must have experiences appropriate for understanding.

Moreover, the scholarly fields are both bodies of knowledge and methods of inquiry. Students must come to see relations between the questions and hypotheses directing inquiry and the means of producing evidence in support. By their own inquiry students can find and interpret information, and develop knowledge for themselves. Understanding the ways in which claims to knowledge are generated encourages both evaluation of its worth and continuing reformulation.

1.3 Knowledge Develops

Young people must come to see that the ideas which make up the body of the scholarly fields change over the years. Knowledge is not fixed. Changing conditions require not merely new or current information but new directions in thought, even in interpreting the past. Fresh conceptual frameworks and more basic theory do better at accounting for social relations, describe more accurately, and predict more surely. Students must see that their own knowledge like that of scholars is the basis for further knowledge, deeper and revised.

1.4 Knowledge Must Be Balanced

All of the social sciences - and whatever illuminates from other fields - ought to be represented in the social education of young people: history, political science, sociology, anthropology, geography, psychology, and economics. All of them speak to the problems of social living. One field strengthens the others. Neither the past nor the present can be neglected, while both ought to point to the future. Study of what is American is clearly essential. Still the reality of world interdependence requires studies not only of the peoples of Canada, Europe, Asia, Africa, Latin America, and the Middle East, but also of the global system itself.

Young people must understand what is meant by a frame of reference. They must learn to see events and conditions from the standpoints of the several groups of people affected by them, whether Americans or peoples elsewhere. Part and parcel of students' understanding ought to be comparisons of past and present, one area and another, one system with others, this point of view and another.

Knowledge must also be balanced between understandings needed in young people's own immediate social worlds and society at large. The former is often slighted for the latter. Nonetheless, even pervasive social problems need not be considered as public issues only, without recognized relation to students' own lives. Young people should see their social studies education as helpful in their everyday living.

Lastly, students need balance in their knowledge of both the good and the bad in human society, of people's successes and failures, of their dreams and struggles, of what is or has been noble, contemptous, or simply mediocre. If human society has difficulties, injustice, and even misery, it may also have joy and promise of human betterment. Views of society as either largely rotten or almost unblemished encourage apathy, not a sense of efficacy.

1.5 Knowledge Must Be Intellectually Honest

The best of knowledge describes the social world as it is and not necessarily as people may like to believe it is. Because such knowledge may contradict the beliefs or interests of some in the community or of some powerful groups or organizations, indeed some students themselves, knowledge in social studies can be the subject of controversy and pressure. Because young people must learn to think through controversial issues, their knowledge cannot be limited or distorted by what is merely congenial.

For knowledge does matter. While classrooms need not exclude bits of information contributing primarily to enjoyment, passing interest is not enough. Mere collections of information are soon forgotten. What young people and their society need is sound knowledge that can be brought to bear on the social world, knowledge that makes a difference.

2. Values

Neither schools nor social studies classrooms can be wholly neutral when it comes to matters of democratic value; virtually all actions express the primacy of some values over others. Still schools and classrooms can act in accordance with basic values significant to them and society, and they can and must avoid the indoctrination of particular values.

2.1 Core Values Are Vital

Schools and especially social studies classrooms ought to model the respect for human dignity upon which democratic society rests. Both formal and informal curriculum should be based on reasoned commitment to such core values as open opportunity for all citizens to:

a) have the freedom to teach and learn,
b) express ideas,
c) respect the power of thought,
d) privacy,
e) religious liberty,
f) private property,
g) have support for the rule of just laws, and the right and responsibility to participate in their making,
h) due process,
i) concern for the welfare of others,
j) the opportunity to search for satisfying directions and personal fulfillment, and
k) social justice which balances individualism with the commonwealth.

2.2 Value Conflicts Are Ever Present

Important as commitment to core values may be, their meaning in the ordinary circumstances of living is rarely clear and certain. Moreover, these values are held with a host of others widespread in our culture: competition, cooperation, materialism, achievement, enjoyment, loyalty to family and friends, desire for status or power, racism, security, and more. Ours is a complex and pluralistic society. True, people hold many values in common. Yet values also differ from group to group and person to person, while every individual faces the dilemmas arising out of conflicts in his or her own values. As society shifts and changes, values change, or seem less sure, or require reinterpretation. It is hard to say which of conflicting values will carry most weight in the actual situations of either personal living or social policy making. Students must learn to expect a competition of values.

2.3 Values Must Be Recognized

Identifying their own values must be a part of students' education in social studies. So also must be recognizing the values of others and their seeming sense in the terms of others' lives or cultures.

2.4 Thoughtful Examination of Values is Indispensable

Values are inherently part of choosing courses of action both in personal living and society's policy making. Students must see the values at stake, consider their consequences, choose priorities for particular situations, and reconcile incoherent values. Neither indoctrination nor expression of off-the-cuff preference is thoughtful. Nor is the belief warranted that just any value is as good as any other; some values are better than others as are the reasons to support them and the consequences to follow.

Both the support of exemplary models in practice and thoughtful examination of values are necessary. Out of such maturing experience comes personal integrity, based, not on expedient accommodations, but moral principles.

3. Skills

Young people need skills to make their knowledge and values active and so continue in the lifelong process of learning.

3.1 Students Need Communication Skills Focused on Social Affairs

Especially important is the ability to read with comprehension, thought, purpose, and satisfaction. Of the many reasons to read, two stand out. Much of what is of significance for citizenship is in print. Readers can move through material at their own pace, one appropriate to their abilities or purposes, be it skimming, comprehending or reflecting. Although general reading ability is important, it does not guarantee competence in reading about social matters. Students must be able to read not only the content of social science and history in their textbooks and similar sources, but also newspapers, magazines, charts, maps, cartoons, graphs, and literature. Hence, social studies education must include both help in reading such material competently and encouragement for reading widely.

Since television and to a lesser extent films are increasingly becoming sources of information and points of view, young people need from social studies education what is ordinarily overlooked: seeking out the worthwhile; attending with comprehension; and evaluating critically.

Moreover, students must develop ability to state their ideas in writing: to describe, narrate, explain, summarize, and support their positions in plain and organized fashion.

Discussion is so commonplace an activity in the life of society, so much a means of influencing opinion and arriving at decisions that social studies education must foster young people's skills: listening to others, offering information, advocating, keeping on subject, clarifying, supporting, summarizing, and finding common ground.

3.2 Students Must Learn to Find Information

Students also need skills in using books and other educational and technological resources as references, locating information in the library, surveying, interviewing, and observing at first hand. Such skills are tightly related to formulating directing questions: what is to be found should be what students aim to know. While at times it is enough to look up some few specific items of information, finding out should ordinarily consist of students searching for what they consider significant to themselves and society.

3.3 Young People Must Learn to Think for Themselves

Uninformed citizens cannot promote a just society nor develop themselves to the full. Thinking for one's self goes hand in hand with a sense of efficacy. In social studies classrooms students need systematic opportunities to criticize interpretations and positions by noticing assumptions, facts, included or omitted, on subject or off, consistencies and inconsistencies. Students must make inferences, take positions and problems apart, and organize accounts and explanations. Students must practice the processes of conceptualizing, and of formulating hypotheses and marshalling the evidence to support or deny them. Above all, young people must practice applying the ideas they have developed.

Although much of students' thinking is likely to lead to positions already formulated by others, students will have practiced inquiry, searched for meaning. Nevertheless, education in social studies ought to encourage fresh points of view. What is unconventional or original, especially when it stems from search, contributes richness to social thought.

3.4 Decision Making is Crucial

Knowledge, values, and skills come together in decision making, surely a competence required of citizens. Decision making is a form of search: recognizing and

analyzing a problematic situation; seeing alternative courses of action and projecting their consequences; identifying the values at stake and making the trade-offs almost certainly required; and coming to a reasoned position worthy of commitment. Students need to understand that one option in the decision making process is to delay making a final decision until a future point in time.

Special care must go to seeing that neither teachers nor students impose their particular values or positions on individual students. Pre-determined consensus cannot be required. Decision making must be open and honest, thoughtful and systematic. While airing opinions may be stimulating at times, mere expression of opinions is not decision making. Of course, students have a right to free speech. Yet in social studies education statements ought to be subject to the challenge of serious examination. Some decisions are, indeed, better than others, and some positions are simply untenable.

All of these skills should be developed in significant social studies content. Practicing skills in trivial content is using students' time inefficiently. What is significant deserves to be discussed, thought over, and put to use.

4. Social Participation

Everyone lives as part of social groups which influence and are influenced by their members. Without direction toward action, social studies education becomes passive.

4.1 Classrooms and Schools are Places for Participation

Since social studies classrooms and schools are themselves social situations, they can offer ample opportunities for group interaction and enterprise. Many kinds of activities are the ground for majority and minority views, compromise, negotiation, advocacy, empathy, try-outs of new ways of behaving, and decision making.

4.2 Much Can Be Learned Outside School's Walls

Observation is useful: for example, of harvesting, a court of law, or a newsroom. Community interviews and surveys collect information often hard to get from other sources. Discussion meetings with people of different backgrounds, ages, or race furnish insight.

4.3 Community Service is Valuable

> Young people, especially adolescents, ought to engage in community work. Some may be in jobs for pay. Some may do volunteer service in day-care centers, political campaigns, cleaning up a local river, or whatever. Every community has work in need of doing. Young people need the satisfactions of responsibility and the chance to rub elbows with many sorts of people. Schools and social studies classrooms along with other community organizations ought to make such experience possible.
> Such participation ought to be accompanied by serious consideration of what can be learned: the workings of an organization; the give-and-take in human relations; or the requirements of effective roles.

These four elements - knowledge, valuing, skills and social participation - are integrally related. Knowledge, values, skills, all require a base in concrete experience of participation. Information and ideas do not point to decisions until they are melded with values and thought. Values held without thought of their consequences are dangerous. Inability to communicate and find out makes for ignorance and cuts off participation. The best of knowledge and values amount to little unless they are put to use. Participation without knowledge, thought, and humane values cannot be reconciled with the requirements of personal growth or the principles of a just society. Each element supports the others in making decisions required for participating in social life.

Characteristics of Programs

If the four elements of social studies education are to be translated into actual learning opportunities proper for the many sorts of young people, programs will have to show at least these characteristics.

1. Social Studies Must Be Provided for All Students, Kindergarten through High School

Learning opportunities must be genuine, mindful of students' backgrounds, capabilities, and purposes, and available to all, of whatever racial or ethnic group, sex, creed, age level, or socio-economic status, whether handicapped or not, whether of great, few, or ordinary abilities.

2. Emphasis Should Be Placed Upon Widely Applicable Basic Concepts

Social studies programs ought to emphasize what has wide and

continuing usefulness, not ready recounts, opinions, or simple collections of information about one topic or another. The focus ought to be on what is basic to further learning and inquiry into the human condition.

Social studies must be more than a mere collection of current emphases: consumer education, reading, multicultural education, law-focused education, the study of futures, examination of values, career education, environmental education, global education, and conflict resolution. A well-constructed program should include these emphases as aspects of a whole.

Such social studies program integrates many areas of concern, out of which basic learnings grow.

3. Selection Will Have to Be Made

It is patently impossible for students to "cover everything."

The elementary program ought to be broad, drawing widely from several fields. As students at secondary levels mature, their interests and abilities call for more specialized choices. What counts for society is a sufficient pool of competencies among its citizens, not identical competence. Even so, secondary programs ought to have coherence in place of addition of topics or courses.

The difficulties of selection are eased when programs give up the repetition of topics, reworked in greater detail, from grade to grade. What is needed is fresh vantage points and broader applications.

4. Programs Need Defensible Structure

No one organizational scheme is consistently best among those which aim to integrate all elements of social studies education. Curricular programs may be organized around public issues or young people's personal problems; around threads of identified concepts, skills, and values; by academic fields especially when they can be related one to another; around topics with a focus; by chronology, especially when major interpretations can be built; out of inquiry and search by concerned individuals or groups; or from the requirements of investigations or social participation. Variety accommodates a broader range of purposes and appeals. Whatever the organizational schemes, social studies programs need conceptual frameworks and structure.

5. Common Goals Must Be Translated into Local Programs

Both the State of Michigan and local school districts have common goals which mesh with goals for social studies education.

Common goals, however, do not require standardized programs. Worthwhile social studies classrooms are more likely where schools, teachers, students, boards of education, and their communities commit themselves to their own implementation of common goals.

6. Objectives Ought to Be Clear

Although variations should and will occur from one person to another, what is to be learned ought to be clear enough to all to give purpose and direction to classroom learning at every grade level. Objectives should be conceived in terms of both behavior and content, not merely in one or the other. Many specific kinds of learning can be suitably phrased as specific performance objectives. Nevertheless, many other complex and significant kinds of learning cannot be suitably phrased as specific performance objectives. The demands of stating objectives in terms of specific items of readily identifiable or measurable performance ought not to govern the selection of all objectives.

7. Learning Activities Must Be Appropriate for Objectives

Learning activities must be rich and varied enough to appeal to many sorts of students and to allow for individualization. Activities must provide opportunities for students to learn whatever is identified in objectives.

From early childhood through high school young people need concrete experience in observing and influencing the workings of the social world. Without that experience, formal thought and mature values cannot grow.

Both expository and discovery methods are appropriate when they complement each other in the stream of learning activities. Genuine inquiry calls for both.

Controversy cannot be excluded from classrooms. It is not the cut and dried but the differences of competing points of view that are essential for decision making.

Thus, observing at first hand, or from films or filmstrips, or pictures; role playing or simulating; action projects; responding to and raising questions of thought and value; chairing a meeting or committee; reading for many purposes and in many kinds of material; writing to explain; formal practice in processes of decision making: all of these and many more will make up more effective classroom patterns than day-in-and-day-out recitations from textbooks and daily lectures by teachers.

8. Varied Instructional Materials Are Needed

For a varied, rich, and significant learning activities a wide

range of instructional materials are indispensable. Many modern textbooks recognize this requirement by including a variety of reading materials and suggested activities, accompanied by additional, related, non-text material. Whether or not from published programs, students need case studies, realia, simulation exercises, maps, graphs, recordings, first hand accounts, filmstrips, reading materials at suitable levels of difficulty, and much more in their classrooms or from a handy media resource center or library.

9. Classroom Climate Must Be Supportive

Significant learning also requires a classroom climate which is supportive, open to the participation of all, aimed toward work and the possibility and satisfaction of accomplishment, and careful of the worth of every individual. Crucial is the freedom to teach and learn, to inquire and decide. Especially social studies classrooms and schools at large must exemplify, not merely talk about, the best practices of democratic society.

10. Progress Needs Assessment and Evaluation

Progress toward objectives representing all four elements of social studies education needs careful assessment and evaluation. Assessment and grades based chiefly on attainment of knowledge turn effort away from other just as essential objectives. Assessment must not be limited to what can be tested cheaply or easily; not all significant learning in social studies can be measured precisely in practical ways. Tests are only one among many sources of evidence. Informal evaluation of hard-to-test-for objectives focuses attention on the need to achieve them.

Students, their teachers, and their parents need to see what has been and what is yet to be attained. Schools need information for regular and systematic consideration of the effectiveness of programs. The public needs information for policy making at local, state, and national levels.

Who Is Responsible?

Many kinds of people have vested interests in social studies education. Teachers and administrators must give leadership to strengthening educationally sound learning opportunities. Young people have responsibilities for their own learning. The public must set and support sound policies. Challenging social studies programs are more likely when students, teachers, parents, administrators, and people from the community at large practice their right and responsibility to participate in decision-making, each group in its own way. Sound education for citizenship influences the common lot of all.

CONSTRUCTING A K-12 SOCIAL STUDIES PROGRAM

The social studies curriculum offered* in a school district should reflect a logical and consistent approach to curriculum and instructional program development and improvement. Historically, the focus of most K-12 social studies curriculum programs reflect the "expanding environment" for grades K-6 and the "contracting environment" for the secondary schools (7-12).

Obviously, for a variety of reasons a district might prefer, with good and sound reasons, to have the emphasis in their social studies programs at grade levels other than those listed on the following pages. They might also choose to have a larger number of social studies offerings than what is indicated on the following pages.

The range and instructional focus in this document reflects recommendations included in the Michigan State Board of Education's Better Education for Michigan Citizens: A Blueprint for Action. It also addresses: (1) recommendations included in earlier approved State Board of Education documents (e.g., Multicultural Education Policy/Position Statements, Global Education Guidelines, Environmental Education Guidelines, Consumer Economics Education Guidelines, and (2) legislative mandates in regard to civics/government and Michigan studies. Within this document special attention is also given to the area of law-related education.

As Michigan school districts review and revise where needed their social studies program, appropriate attention should be given to state statutes and State Board of Education recommendations in regard to social studies education (see Appendices A and B).

For example, in regard to multicultural education, attention should be given to the notion that the confluence of many cultures has been characteristic of American life throughout our history. The great variety of cultures has been a powerful influence in structuring our social system, enriching our national heritage, and creating some of our most critical problems. The social studies curriculum should, wherever relevant, stress the contributions of individuals from many groups to our national development.

The social studies curriculum and instructional program at any level - elementary, middle/junior, senior - should reflect the entire K-12 continuum. A sound program is one which is characterized by something more than "token attention" to the

*See Appendix C for a Curriculum Development Model

matter of vertical and horizontal curriculum articulation and integration.

In particular, when decisions are being made as to instructional emphasis, serious and careful attention should be given to the soundness of what is being proposed in regard to the developmental level of students and the immediate relevance of the curriculum and instruction in the lives of the learners. The evidence, as reported in survey after survey, continues to support the thesis that as students progress from one grade to another, too many of them develop stronger feelings of boredom and dislike for what goes on in social studies classrooms. (See reports such as those by Goodlad and Sizer)*

As local school district administrators, board members and teachers review and revise as needed their social studies curriculum and instructional programs, students, parents and appropriate other citizens should have real and meaningful involvement in the process in the initial stages of the project as well as the usual "after the fact reporting." (See Appendix B, A Position Statement and Resource Guide on Involvement of Parents and Other Citizens in the Educational System.)

As described in the Philosophy and Rationale section of this document, the social studies program should include suggested courses and opportunities for all students to complete a specified number of hours in volunteer types of community service activities. (See Recommendation included in Boyer Report**.)

There is also a need for districts to include within their secondary offerings the opportunity for all students at the twelfth grade level to select from various course offerings such as those listed at the top of page 16.

Consistent with various current reports, state statutes and State Board of Education recommendations, range and instructional focus recommendations on pages 15-16, include: (1) an emphasis on geography, and the development of appropriate geographic skills by students (2) an emphasis and particular attention to the concept of global interdependence and related issues.

*Goodlad, John I. A Place Called School. McGraw-Hill Book Company, N.Y., 1983, pp. 210-213.

*Sizer, Theodore. Horace's Compromise - The Dilemma of the American High School. Houghton Mifflin Company, Boston, 1984, pp. 27-30, 53-58.

**Boyer, Ernest L. High School, A Report on Secondary Education in America. Harper and Row, N.Y. 1983, pp. 100-106.

SUGGESTED RANGE AND INSTRUCTIONAL FOCUS FOR A K-12 SOCIAL STUDIES PROGRAM

The sequence of topics and courses suggested below are consistent with widely accepted criteria that promote effective social studies education programs. While local school districts may decide to alter the sequence and suggested topics in order to meet their needs, high quality social studies programs should reflect the content and topics recommended in this model.

GRADES K-3*

MYSELF AND OTHERS

SCHOOL AND FAMILY

NEIGHBORHOODS

COMMUNITIES: URBAN, SUBURBAN AND RURAL

GRADES 4-6*

MICHIGAN STUDIES

WESTERN HEMISPHERE STUDIES: THE UNITED STATES AND CANADA

WESTERN HEMISPHERE STUDIES: MEXICO, CENTRAL AND SOUTH AMERICA

GRADES 7-9*

EASTERN HEMISPHERE STUDIES: ASIA, AFRICA, EUROPE AND THE MIDDLE EAST

UNITED STATES HISTORY AND MICHIGAN STUDIES:
EXPLORATION - CIVIL WAR

PRACTICAL LAW (1 SEMESTER)
CONSUMER ECONOMICS (1 SEMESTER)

GRADES 10-12*

UNITED STATES HISTORY AND MICHIGAN STUDIES:
RECONSTRUCTION - PRESENT

CIVICS/GOVERNMENT (1 SEMESTER)
GLOBAL/MODERN WORLD STUDIES (1 SEMESTER)

* At each grade cluster, attention should be given to the concept of cultural pluralism so as to increase accurate and positive portrayal of the multicultural nature of American society and of the world.

GRADE 10-12 POSSIBLE ELECTIVE OFFERINGS:

ANTHROPOLOGY	WORLD GEOGRAPHY	POLITICAL SCIENCE
COMMUNITY STUDY	HISTORY (STATE & WORLD)	PSYCHOLOGY
ECONOMICS	HUMANITIES (COURSE)	SOCIAL PROBLEMS
ENVIRONMENTAL STUDIES	INTRODUCTION TO THE SOCIAL SCIENCES	SOCIOLOGY
ETHNIC STUDIES	LEADERSHIP SEMINAR	URBAN STUDIES
		WOMEN'S STUDIES

SUGGESTIONS FOR DISTRICTS TO CONSIDER AS THEY MAKE RANGE AND INSTRUCTIONAL EMPHASIS DECISIONS

1. APPROPRIATE ATTENTION SHOULD BE GIVEN TO SOCIAL PARTICIPATION ACTIVITIES IN WHICH STUDENTS CAN APPLY SOCIAL STUDIES CONTENT WITHIN THE CLASSROOM, THE SCHOOL AND COMMUNITY.

2. BASIC GEOGRAPHY SKILLS SHOULD BE INTRODUCED, DEVELOPED AND REINFORCED AS APPROPRIATE AT ALL LEVELS.

3. APPROPRIATE ATTENTION SHOULD BE GIVEN AT ALL LEVELS TO THE CONCEPT OF GLOBAL INTERDEPENDENCE AND ISSUES/TOPICS SUCH AS:

FOOD	RACE AND ETHNICITY	LANGUAGE
HEALTH	RIGHTS AND RESPONSIBILITIES	ARTS AND CULTURE
POPULATION	RELIGIOUS ISSUES	ENERGY
WAR, PEACE, AND ARMAMENTS	PHYSICAL GEOGRAPHY	POVERTY
ENVIRONMENT	INTERNATIONAL MONETARY AND TRADE RELATIONS	RELATIONS AMONG NATIONS/STATES

THE ROLE OF RELIGIONS IN THE HISTORY OF THE UNITED STATES

4. APPROPRIATE ATTENTION SHOULD BE GIVEN AT ALL LEVELS TO BOTH CONTEMPORARY AND ANCIENT HISTORY OF EACH GEOGRAPHIC REGION UNDER STUDY. ATTENTION SHOULD ALSO BE GIVEN TO CONTRIBUTIONS OF EARLIER CIVILIZATION TO MODERN HISTORY AND CULTURAL TRADITIONS.

THE ESSENTIAL GOALS AND OBJECTIVES FOR SOCIAL STUDIES EDUCATION IN MICHIGAN (K-12)

An important step in building a social studies curriculum is addressing the vital question of what is to be taught and delineating this into goals and objectives. This section of the document is intended to assist districts as they make decisions about goals and objectives for their social studies program and develop their instructional program. To introduce this section of the document, five points are made that range from the relationship of these goals and objectives to the Common Goals of Michigan Education and to the instructional emphasis placed on the goals and objectives chosen to be addressed.

I. Relationship between the Common Goals of Michigan Education and The Essential Goals and Objectives for Social Studies Education in Michigan (K-12). (See Appendix A)

The information presented below is intended to show the relationship between the Common Goals of Michigan Education and The Essential Goals and Objectives for Social Studies (K-12) . . .

In conjunction with home, community, and other supportive influences, Michigan education has the responsibility of providing experiences and opportunities for students that

will enable them to achieve optimum personal growth. As a result, each student should:

A. acquire knowledge of the principles, methods and general content of the social sciences,

B. know the main structure and function of government, and

C. know the purposes of government.

II. Democratic Values Objectives

In the Philosophy and Rationale for Social Studies Education in Michigan section of this publication, it is noted that a democratic society relies on social studies to foster core values. When democratic values are developed in a meaningful context, they are not only strengthened, but they serve to enhance the acquisition of the social studies knowledge objectives. It is intended that the democratic values goals and objectives identified in the following pages should be taught in conjunction with the knowledge content goals and objectives.

III. Skills Goals and Objectives

Instruction which focuses on the development of skills proficiency should be a part of all units of instruction at all levels.

In the Philosophy and Rationale for Social Studies Education in Michigan statement, reading, writing and discussion skills are presented as essential areas to be developed for learning and citizenship. When these skills are developed in a meaningful context, they are not only strengthened, but they serve to enhance the acquisition of social studies knowledge and values.

Reading needs to be developed in a meaningful context. As a reasoning process, reading, like thinking, cannot be fully developed in isolation. Thus, after third grade, reading needs to be emphasized within content area instruction. The basic "reading lesson" - preparation, reading, discussion - needs to be conducted in each subject area. Transfer from isolated skill development instruction is minimal.

IV. Moving from Goals and Objectives to Instruction

Curriculum specialists and K-12 social studies teachers who choose to make use of the goals and objectives identified in this document might well proceed to develop instructional units which can be included in locally developed curriculum guides. Such guides could reduce, in part, the too frequent teacher dependency on commercial textbooks.

At the elementary and middle school levels, suggested instructional units might be:

- Civics, law and government (knowledge goals 1, 2 and 9)
- Global issues and geography (knowledge goals 3 and 8)
- Anthropology, sociology, social psychology and psychology (knowledge goals 4, 10, 11 and 12)
- History (knowledge goal 5)
- Economics and consumer economics (knowledge goals 6 and 7)

Instruction which focuses on Democratic Values and Skills Goals and Objectives should be a part of each suggested instructional unit listed above.

Beginning at the secondary level, the social studies curriculum is primarily structured in terms of the social science and history disciplines. Unlike what occurs at the elementary level, at the secondary level instruction is organized so that an entire semester or year of study is devoted to a single content area such as history, geography, economics or civics.

Course descriptions for social studies offerings ought to be based primarily on the Knowledge Goal and Objective statements which are most appropriate for a particular course. Each teacher is responsible for instruction which focuses on the Democratic Values and Skills elements of social studies education.

As a school looks at its social studies gradutation requirement, consideration should be given to including elements of:

Government/civics
American and Michigan History
World Studies
Economics
Behavioral Sciences, and
Career Awareness, Decision Making and Planning

V. Instructional Emphasis

I = Introduce
D = Develop*
R = Reinforce*

The Introductory level is the initial formal contact of a student with the objectives. Readiness types of learning experiences are provided which will serve as the foundation for later more structured content focused instruction.

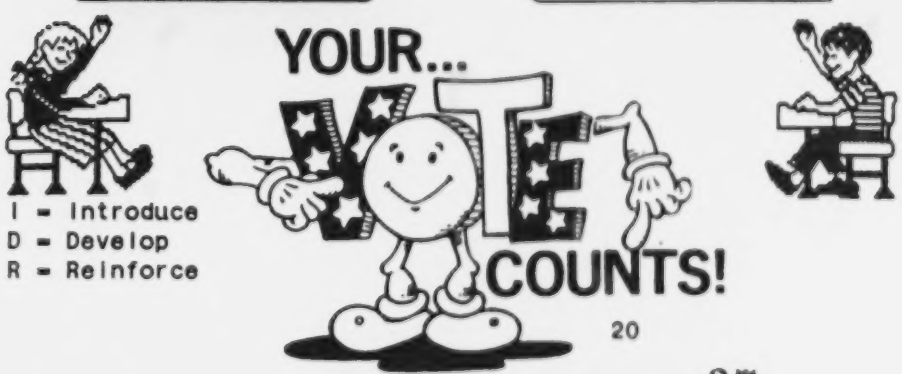
The Developmental level is the stage of learning where structured formal instruction is more intense. Students are involved in learning experiences which will enable them to acquire specific types of knowledge, understanding and skills proficiency. The focus of instruction is on helping students to understand and comprehend concepts appropriate for their developmental level.

The Reinforcement level is the stage of learning where instruction is provided which will enable students to expand upon concepts they have become acquainted with at an earlier level. Opportunities are made available for students to apply what they have learned and to understand more clearly the complex aspects of concepts previously learned.

*Represents the levels appropriate for formal testing

KNOWLEDGE GOALS AND OBJECTIVES

	K 3	4 6	7 9	10 12
1. Understand the rights and responsibilities of democratic citizenship.				
a) Identify rights and liberties guaranteed in the United States Constitution.	I	I	ID	R
b) Understand situations in which rights have been denied.	I	I	ID	R
c) Understand that an individual's rights may differ with those of another individual or with the general welfare.	I	I	ID	R
d) Understand differences between stated rules and actual practice.	I	I	D	R
e) Understand and support the right of all to present different points of view.	I	D	R	R
f) Understand the responsibility of participation in society and governments both as an individual and as a member of a group.		I	D	R
g) Understand the role and function of responsible dissent in a democracy.			ID	R
h) Understand statements of basic human rights and responsibility found in oral tradition and documents such as constitutions, declarations, and treaties.			ID	R
i) Know some of the historical developments that have contributed to or impeded human rights.			ID	R
j) Know the responsibility people have to maintain a democratic society.	I	D	D	R



I = Introduce
D = Develop
R = Reinforce

		K 3	4 6	7 9	10 12
2.	Understand the role and function of law in a democracy.				
	a) Understand the purposes of law.	I	I	D	R
	b) Understand how legal and judicial decisions are made.	I	I	D	R
	c) Understand how laws can be changed.	I	I	D	R
	d) Understand how conflicts in laws are resolved.		I	D	R
	e) Know the duties of participants in a court of law.		I	D	R
	f) Understand the factors that might affect justice.		I	D	R
	g) Understand the development of legal and judicial procedures.		I	D	R
	h) Understand how the Constitution limits governmental action.		I	D	R
	i) Understand the dynamic nature of law.		I	D	R
	j) Understand the limitations of formal legal processes in settling disputes.		I	D	R
	k) Understand how laws may create conflicting moral obligations.			I	DR
	l) Understand that the judicial system provides for both public and private justice.		I	D	R
	m) Recognize the differing functions of the civil and criminal justice systems.		I	D	R
	n) Know individual rights within the criminal justice system.		I	D	R
	o) Identify similarities and differences between the judicial system in the United States and those in other countries.			I	DR

I = Introduce
D = Develop
R = Reinforce

	K–3	4–6	7–9	10–12
3. Understand persistent global issues.				
a) Define global issues which affect people all over the world.	I	D	DR	R
b) Understand environmental issues.		ID	DR	R
c) Understand social issues.		ID	DR	R
d) Understand global economic issues.		ID	DR	R
e) Understand relationships among global issues.		ID	DR	R
f) Understand interdependence among nations of the world.		ID	DR	R
g) Understand that unsolved issues elsewhere in the world often impact upon the United States.		ID	DR	R
h) Understand that criteria for evaluating personal and social problems may vary from culture to culture.		ID	DR	R
i) Understand possible worldwide effects of decisions made by individuals, communities and nations.		ID	DR	R
j) Know how to create, analyze and evaluate alternative futures for the world.		ID	DR	R
k) Understand the evolving nature of international law.			I	DR
l) Understand some of the issues related to food consumption disparity between developed and developing nations.		ID	DR	R
m) Understand ways that people are inter-related.		I	DR	R

I = Introduce
D = Develop
R = Reinforce

	K 3	4 6	7 9	10 12
4. Understand diverse human cultures, customs, beliefs, and values systems.				
a) Understand that people everywhere have the same basic needs, but the manner in which they meet these needs differs according to their culture.	I	D	R	R
b) Understand that customs and habits differ from one group to another.	I	D	DR	R
c) Understand that within a community there may exist one or several cultural, racial, or ethnic groups.	ID	D	R	R
d) Recognize the importance of being objective and fair in regard to cultural, racial, and ethnic groups other than their own as well as their own.	I	D	DR	R
e) Understand the components of culture.		ID	D	R
f) Recognize that social-cultural change may create varying degrees of resistance and conflict.		ID	D	R
g) Recognize the importance of using the procedures of analytical thinking in understanding cultural groups other than their own.			I	R
h) Understand the concept of culture.		I	I	DR
5. Understand the history and present state of their own and other cultures.				
a) Know basic historical facts related to the development of the United States and other cultures.	I	D	DR	R
b) Understand urban, rural and suburban development.	I	D	DR	R
c) Understand the impact of technology on society.	I	D	DR	R
d) Understand changes in female and male roles.	I	D	DR	R
e) Understand that there are differences in family structures.	I	I	DR	R
f) Understand changes in family, work, and population patterns.	I	ID	DR	R
g) Identify occupations and career choices.	I	ID	D	R

I = Introduce
D = Develop
R = Reinforce

	K/3	4/6	7/9	10/12
5) Understand the history and present state of their own and other cultures. (continued)				
h) Understand the career decision making and planning process.	I	ID	D	R
i) Identify methods, processes, and effects of change and continuity.	I	I	D	R
j) Understand changes in racial/ethnic relations.		I	D	R
k) Understand persistent social problems.		I	D	R
l) Understand the development of educational institutions.		I	D	R
m) Understand the development of religious institutions.		I	D	R
n) Know historical influences on the development of the governmental system.		I	D	R
o) Understand that people view the past differently.		I	D	R
6. Understand basic economics and economic systems.				
a) Understand basic economic concepts.	I	D	DR	R
b) Understand the role of money in the economy.	I	D	DR	R
c) Understand factors that influence economic behavior.	I	D	DR	R
d) Understand economic concepts as they apply to individual decision-making.	I	D	DR	R
e) Understand the basic functions of an economic system.		ID	DR	R
f) Understand how a market economy works.		I	DR	R
g) Understand the historic and current role of labor in our economic system.		I	DR	R
h) Understand the relationships between the factors of production - land, labor, capital, and management in our economic systems.			ID	R
i) Understand the relationship of government to the economy.			ID	R
j) Understand how savings and investments facilitate economic change and growth.			ID	R
k) Understand the relationship between specific economic goals and overall social goals.			ID	R
l) Understand potential conflicts between basic economic goals.			I	DR

I = Introduce
D = Develop
R = Reinforce

	K 3	4 6	7 9	10 12
6. Understand basic economics and economic systems. (continued)				
m) Identify similarities and differences between the economic system of the United States and that of other countries.			I	DR
n) Understand basic international economic concerns.			I	DR
o) Understand economic concepts as they apply to individual decision-making.		I	ID	R
p) Understand development of labor/management relationships.			I	DR
7. Understand how to be an effective producer and consumer of goods and services.				
a) Understand factors that influence consumer behavior.	I	DR	R	R
b) Give examples of their own listed resources and unlimited wants.	I	DR	R	R
c) Demonstrate comparison shopping skills and the use of consumer aids in shopping for various goods and services.	I	DR	R	R
d) Identify deceptive sales techniques and practices.	I	DR	R	R
e) Recognize the need to conserve energy.	I	DR	R	R
f) Identify situations in which cost benefit analysis reveals the nature of public policy decisions on consumer economic issues.			I	DR
g) Identify various ways in which members of a household must know and use mathematics to make sound consumer decisions.		I	ID	R
h) Identify the common causes of consumer complaints and redress procedures.		I	ID	R
i) Recognize the relationship between the protection of consumer rights at various levels of government and the exercise of individual responsibility by both consumers and providers of goods and services.			ID	R
j) Locate reliable sources of information which consumers may use to help them make better informed purchases and help them become more effective in their role as consumer citizens.			ID	R

I = Introduce
D = Develop
R = Reinforce

	K 3	4 6	7 9	10 12
7. Understand how to be an effective producer and consumer of goods and services. (continued)				
k) Recognize that consumer decisions to use or conserve energy resources have both individual and aggregate effects, as well as short and long-term consequences.		I	ID	DR
l) Recognize that financial institutions and services are in the process of major transition, requiring frequent study and analysis by consumers to be able to protect financial resources.			ID	R
m) Analyze the relationship between consumer decisions on diet and health care.			ID	R
8. Understand geographic principles/concepts including relationships between people and the physical environment and the significance of place, location, region, interaction, and diffusion.				
a) Define the terms environment, place, location, region and interaction.	I	DR	R	R
b) Describe the physical environment.	ID	D	DR	R
c) Understand how the physical environment is used to meet human needs and wants.	ID	D	R	R
d) Describe how people have responded to the physical environment.	I	D	DR	R
e) Identify the locations and characteristics of major places.	I	D	DR	R
f) Understand why people, things, activities, are located where they are.	ID	D	DR	R
g) Understand how people change the physical environment.	I	D	R	R
h) Describe the location and characteristics of major regions.	I	D	DR	R
i) Describe the interaction which take place within the regions and between regions.	I	D	DR	R
j) Describe how culture changes as a result of the diffusion of ideas and the migration of people.	I	D	R	R

I = Introduce
D = Develop
R = Reinforce

	K/3	4/6	7/9	10/12
9. Know the main structure and functions of government.				
a) Know the purposes of government.	I	DR	R	R
b) Understand the range and importance of decisions made by state and local government.	I	I	ID	R
c) Associate governmental actions with the appropriate level of government.	I	D	R	R
d) Understand the basic political principles expressed or implied in the U.S. Declaration of Independence, the U.S. Constitution, court decisions and laws.		I	ID	R
e) Understand the organization and functions of state and local governments and their relationships to the federal government.		I	I	DR
f) Understand how decisions made by various levels of government are interdependent.		I	I	DR
g) Understand the limits on decision-making powers of the government.		I	ID	R
h) Understand the legislative process.		I	I	DR
i) Understand voter behavior.		I	ID	DR
j) Understand the role of political parties.		I	D	R
k) Associate excerpts from the Declaration of Independence, Bill of Rights, state constitution, and a local city or township charter with the proper document.		I	ID	DR
l) Understand how, when and with what qualifications public officials are nominated, elected, or appointed.		I	I	DR
m) Understand how public officials can be removed from office.		I	ID	DR
n) Understand registration and voting procedures.		I	I	DR
o) Recognize the legality and constitutionality of individual and group actions.		I	ID	DR
p) Understand interpretations of basic political principles in different periods of U.S. history.			I	DR
q) Identify the principles and purposes in the political systems of the United States and other nations.			I	DR
r) Understand the organization and functions of the executive, legislative, and judicial branches and independent regulatory agencies of the federal government.			ID	DR

I = Introduce
D = Develop
R = Reinforce

	K 3	4 6	7 9	10 12
9. Know the main structure and functions of government. (continued)				
s) Understand the changing roles of various levels and branches of government.			ID	DR
t) Understand the range and importance of decisions made by the various branches and independent regulatory agencies of the federal government.			I	DR
u) Identify the forms of government.			ID	R
v) Understand influences on governmental decision-making.			ID	R
w) Identify similarities and differences in political decision-making in the United States and other nations.			I	DR
x) Associate national, state and local problems with appropriate governmental agency or department.			ID	R
y) Understand the role of interest groups.			ID	R
10. Understand the organization of human societies.				
a) Compare customs and habits of groups.	I	D	D	R
b) Understand ways groups are interdependent, cooperative, and competitive.	I	D	R	R
c) Understand types of conflicts between groups and ways conflicts are resolved.	I	D	D	R
d) Understand how and why groups differ.	I	D	D	R
e) Understand the decision-making processes used by groups.	I	D	D	R
f) Identify the variety of institutions and groups and the functions of those institutions and groups.		I	D	R
g) Understand why human beings form institutions and groups.		I	D	R
h) Understand the relationships among institutions, groups, and individuals.		I	D	R
i) Understand the changing nature of institutions and groups over time.		I	D	R

I = Introduce
D = Develop
R = Reinforce

	K 3	4 6	7 9	10 12
11. Understand the relationships between individuals and groups.				
a) Identify the variety of roles one can have within a group.	I	D	R	R
b) Understand that the role within a group may be assigned or achieved.	I	D	R	R
c) Understand reasons why there are different roles within groups.	I	D	R	R
d) Understand the possible advantages and disadvantages of belonging to a variety of groups.	I	D	D	R
e) Understand that multiple loyalties and responsibilities result from belonging to a variety of groups.		I	D	R
f) Understand the importance of self-confidence and self-worth in carrying out responsibilities within groups.		I	D	R
g) Understand how groups influence behavior.		I	D	R
h) Understand how individual perceptions and actions are influenced by the values and behavior patterns of groups with which individuals identify.			ID	R
i) Recognize that there are important values and behaviors that develop outside of a group's influence.		I	ID	R
j) Understand the ways different groups react to similar social issues.		I	ID	R
12. Understand the psychology of human behavior.				
a) Understand the effect of family interaction on a child's development.	I	I	I	DR
b) Understand the effects of biological factors on human behavior.	I	I	I	DR
c) Understand verbal and non-verbal indicators of attitude.	I	I	I	DR
d) Understand the influence of self-concept, perception, role expectations and role conflicts on personal behavior.	I	I	I	DR
e) Understand the effects of significant emotional and life stage events on human behavior.		I	I	DR
f) Understand and accept one's own value system and the value systems of others.		ID	D	R

I = Introduce
D = Develop
R = Reinforce

K 3	4 6	7 9	10 12

12. Understand the psychology of human behavior. (continued)

g)	Understand and develop the interpersonal skills needed to interact with others.	ID	D	R
h)	Understand and accept the responsibility and consequences of personal and group decisions.	ID	D	R
i)	Understand the effects of change upon the individual.	ID	D	R

I = Introduce
D = Develop
R = Reinforce

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DEMOCRATIC VALUES GOALS AND OBJECTIVES

	K/3	4/6	7/9	10/12
1. Develop awareness and concern for the rights and well-being of others.				
a) Show concern for the well-being of others' rights.	I	R	R	R
b) Show concern for the dignity of others.	I	D	R	R
c) Be aware of the distinctive characteristics of others.	I	D	R	R
2. Develop a positive self-concept, which includes an awareness of one's self worth, values, ethnic background, and culture.				
a) Recognize the way in which activities reflect one's own personal values.	I	D	R	R
b) Become aware of family and peer values.	I	DR	R	R
c) Respect for their own heritage and background.	I	DR	R	R
d) Realize how personal behavior and learning experiences contribute to a positive self-concept.	I	D	R	R
e) Recognize acceptable criteria for judging individual actions in a democracy.	I	D	R	R
3. Develop an understanding of the values, ethnic background and cultures of people from a variety of racial/ethnic/cultural groups.				
a) Recognize that ethnic backgrounds and culture determine people's values.	I	D	R	R
b) Be aware of positive attributes of individuals worthy of emulation from a variety of cultural groups, including the groups which make up the American society.	I	D	R	R
c) Recognize behaviors which hurt others.	I	R	R	R
d) Recognize commonalities and differences among beliefs, values, and behaviors of people from a variety of racial/ethnic/ cultural groups.	I	D	R	R
e) Be aware of ways of positively interacting with others of varying backgrounds.	I	D	R	R

I = Introduce
D = Develop
R = Reinforce

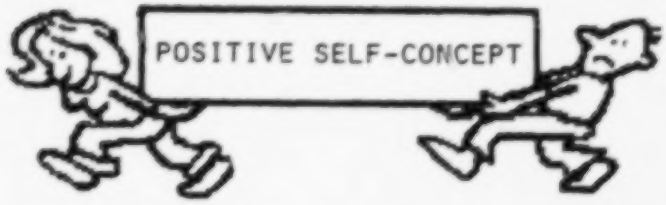
	K 3	4 6	7 9	10 12
3. Develop an understanding of the values, ethnic backgrounds and cultures of people from a variety of racial/ethnic/cultural groups. (continued)				
f) Show respect for the dignity and worth of those who belong to a variety of cultural, racial, or ethnic groups.	ID	D	D	R
g) Recognize the effects of cultural diversity in society.	I	D	D	R
h) Recognize relationships and conflicts among beliefs, values, and behaviors of other persons and groups.	I	D	D	R
4. Develop a reasoned commitment to the principles and values which sustain a democracy.				
a) Accept the rights and responsibilities of democratic citizenship.	ID	D	D	R
b) Respect the right of all to present different points of view in the classroom.	IDR	R	R	R
c) Respect the right of all to present different points of view in the community.	ID	D	R	R
d) Respect and support the role and function of laws in a democracy.	I	D	R	R
e) Respect and support the role and function of responsible dissent in a democracy.	I	D	D	R
5. Develop a commitment to participate in society and governments both as an individual and as a member of a group.				
a) Be aware of responsibilities people have to maintain a democratic society.	ID	D	D	R
b) Recognize characteristics of a good leader.	I	D	D	R
c) Recognize examples of equity.	ID	D	R	R
d) Recognize examples of injustices.	ID	D	R	R
e) Defend rights and liberties of all people.	ID	D	R	R
f) Support equal opportunity.	I	D	D	R
g) Recognize and encourage ethical and lawful behavior in others.	I	ID	D	R
h) Comply with local, state and federal laws.		I	I	R
i) Work toward elimination of "unjust" and "unworkable" laws and regulations.			I	R

I = Introduce
D = Develop
R = Reinforce

K 3	4 6	7 9	10 12

5. Develop a commitment to participate in society and governments both as an individual and as a member of a group. (continued)

j)	Recognize that individual civic action is important.	I	ID	D	R
k)	Work for improvement of conditions by applying personal skills.	I	ID	D	R
l)	Participate in government.	I	ID	D	R



Understanding racial/ethnic/culture groups.

RIGHTS OF OTHERS

Participate in government.

COMMITMENT TO DEMOCRACY

I = Introduce
D = Develop
R = Reinforce

SKILLS GOALS AND OBJECTIVES

	K 3	4 6	7 9	10 12
1. Gather, interpret, analyze, summarize, synthesize and evaluate information.				
a) Use a variety of senses to obtain information.	ID	DR	R	R
b) Choose appropriate sources for information desired.	I	D	R	R
c) Obtain desired information from a variety of sources.	I	D	DR	R
d) Group data into appropriate categories.	ID	D	DR	R
e) Recognize that people may interpret the same objects or events differently.	I	D	R	R
f) Identify cause and effect relationships.	ID	D	DR	R
g) Distinguish between fact and opinion.	I	D	DR	R
h) Formulate predictions based on factual information.	I	DR	R	R
i) Translate information from one form to another.	ID	DR	R	R
j) Draw inferences from a variety of sources.	I	D	DR	R
k) Identify specific sub-topics of major topics.	I	D	DR	R
l) Detect bias in data presented.	I	D	DR	R
m) Compare and contrast information.	ID	D	DR	R
n) Select main ideas from information.	ID	D	R	R
o) Arrange information in usable forms.	ID	D	DR	R
p) Draw conclusions.	ID	D	R	R
q) Formulate hypotheses.	I	D	D	R
r) Determine different outcomes if events were changed.	I	ID	D	R
s) Propose a new plan.	I	D	D	R
t) Decide if information is significant to the topic.	I	D	D	R
u) Evaluate the quality of information.	I	ID	D	R
v) Test hypotheses and revise as needed.	I	ID	D	R
2. Make decisions.				
a) Recognize the occasion and need for decisions.	I	ID	D	R
b) Analyze the problem.	I	ID	D	R
c) Identify possible alternative courses of action.	I	D	D	R
d) Project long and short term consequences of possible alternative courses of action.	I	ID	D	R

I = Introduce
D = Develop
R = Reinforce

	K 3	4 6	7 9	10 12
2. Make decisions. (continued)				
e) Identify and evaluate consequences of possible alternative courses of action.	I	ID	D	R
f) Choose and develop strategies to carry out the decision.	I	D	D	R
g) Apply the strategies in implementing a decision or solving a problem.	I	D	D	R
h) Re-evaluate and reformulate the process if goals are not met or new information is introduced.	I	ID	D	R
3. Develop the skills necessary for participation in society and governments both as an individual and as a member of a group.				
a) Present own ideas.	I	D	DR	R
b) Paraphrase what has been heard and obtain agreement from the speaker that the paraphrasing is correct.	I	ID	D	R
c) Listen and respond appropriately.	I	D	D	R
d) Solicit clarification from others when needed.	I	ID	D	R
e) Encourage others to express themselves.	I	D	DR	R
f) Recognize that divergent roles exist within a group.	ID	D	D	R
g) Recognize emotions and feelings operating within a group and allow for their expression.	ID	D	D	R
h) Recognize and permit the expression of different values, beliefs and ideas within a group.	ID	D	D	R
i) Remain open to change.	I	D	DR	R
j) Use conflict resolution strategies.		ID	D	R
4. Reading/study skills in the social studies.				
a) Use word analysis skills.	ID	DR	R	R
b) Use context clues to gain meaning.	ID	D	DR	R
c) Use appropriate sources to gain meaning of essential terms and vocabulary.	ID	D	D	R
d) Recognize, define and appropriately use social studies terms.	ID	D	R	R
e) Obtain literal meaning from written materials.	ID	D	R	R

I = Introduce
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	K 3	4 6	7 9	10 12
4. Reading/study skills. (continued)				
f) Obtain interpretive and implied meaning from written materials.	ID	D	R	R
g) Identify and use various parts of a book and other written material.	ID	D	R	R
h) Read for a variety of purposes.	ID	D	R	R
i) Adjust reading to suit various purposes.	ID	D	R	R
j) Use resources and services that the library provides.	I	D	R	R
k) Apply computer operational skills to run a software program.	I	D	R	R
5. Map and globe skills.				
a) Identify that globes and maps are models representing geographical areas.	ID	D	R	R
b) Orient a map and note directions.	ID	D	R	R
c) Locate places on maps and globes.	ID	D	R	R
d) Use scale and compute distances.	I	ID	DR	R
e) Identify, interpret and use map symbols.	ID	D	R	R
f) Compare and contrast maps.	I	ID	DR	R

I = Introduce
D = Develop
R = Reinforce

SOCIAL STUDIES GOALS AND SUGGESTED COURSES OF INSTRUCTION AT THE HIGH SCHOOL LEVEL

KNOWLEDGE GOALS

1. Understand the rights and responsbilities of democratic citizenship.	Civics/Government; Introduction to Social Studies; United States and Michigan History
2. Understand the role and function of law in a	Civics/Government; Practical Law; Introduction to Social Studies
3. Understand persistent global issues.	Global Studies; World Geography; World History; Economics; Introduction to Social Studies
4. Understand diverse human cultures customs, beliefs and value systems.	Global Studies; Anthropology; Sociology; Introduction to Social Studies; World Geography
5. Understand the history and present state of their own and other cultures.	Introduction to Social Studies; Global Studies; United States and Michigan History; World History
6. Understand basic economics and economic systems.	Consumer Economics; Economics; Introduction to Social Studies
7. Understand how to be an effective producer and consumer of goods and services.	Consumer Economics; Economics; Introduction to Social Studies
8. Understand geographic principles/ concepts including relationships between people and the physical environment and the significance of place, location, region, interaction, and diffusion.	Global Studies; World Geography; Introduction to Social Studies
9. Know the main structure and functions of government.	Introduction to Social Studies; Civics/Government; United States and Michigan History
10. Understand the organization of human societies.	Introduction to Social Studies; Sociology; Anthropology; Civics/ Government
11. Understand the relationships between individuals and groups.	Anthropology; Sociology; Introduction to Social Studies
12. Understand the psychology of human behavior.	Introduction to Social Studies; Psychology; Sociology

DEMOCRATIC VALUES GOALS

1. Develop awareness and concern for the rights and well-being of others.	All Social Studies Courses
2. Develop a positive self-concept, which includes an awareness of one's self worth, values, ethnic background, and culture.	All Social Studies Courses
3. Develop an understanding of the values, ethnic background and cultures of people from a variety of racial/ethnic/cultural groups.	All Social Studies Courses
4. Develop a reasoned commitment to the principles and values which sustain a democracy.	All Social Studies Courses
5. Develop a commitment to participate in society and governments both as an individual and as a member of a group.	All Social Studies Courses

SKILLS GOALS

1. Gather, interpret, analyze, summarize, synthesize and evaluate information.	All Social Studies Courses
2. Make decisions.	All Social Studies Courses
3. Develop the skills necessary for participation in society and government both as an individual and as a member of a group.	All Social Studies Courses
4. Reading/study skills.	All Social Studies Courses
5. Map and globe skills.	Global Studies; World Geography; World History; United States and Michigan History

SOCIAL PARTICIPATION GOALS (Examples)

1.	Recognize that many issues require individual and group action.	All Social Studies Courses
2.	Recognize that individual civic action is important.	All Social Studies Courses
3.	Develop the commitment to participate in community and civic improvement.	All Social Studies Courses
4.	Participate in government.	All Social Studies Courses

GLOSSARY

CONSUMER ECONOMICS:	Consumer Economics education is the preparation of individuals in the skills, concepts, and understanding required for everyday living so that they are equipped to make decisions resulting in efficient use of and satisfaction from their economic resources.
Eastern Hemisphere STUDIES, Global/ Modern World STUDIES, Michigan STUDIES, Western Hemisphere STUDIES:	In the context of this curriculum document the term "studies" refers to a multi-disciplinary approach which includes: history, political science, geography, economics, anthropology, sociology and psychology.
GLOBAL EDUCATION:	Global education is the lifelong growth in understanding through study and participation, of the world community and the interdependency of its people and systems -- social, cultural, racial, economic, linguistic, technological, and ecological. Global education requires and understanding of the values and priorities of the many cultures of the world as well as the acquisition of basic concepts and principles related to the world community. Global education leads to implementation and application of the global perspective in striving for just and peaceful solutions to world problems.
MULTICULTURAL EDUCATION:	Multicultural education is education that: 1) acknowledges cultural diversity as a positive fact of life in the United States; 2) affirms that cultural diversity represents a valuable resource which should be preserved and utilized; 3) values diversity and views cultural differences as a positive and vital force in the continued development of this society; 4) recognizes that inherent in our Constitution is the respect for the intrinsic worth of each individual regardless of ethnicity, race, religion, sex, socio-economic status, physical or mental condition; 5) seeks the optimal combination of affective and cognitive growth; and 6) recognizes the value of integrity of group cultures with that of the requirements of national unity.

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APPENDIX A
THE COMMON GOALS OF MICHIGAN EDUCATION*

In conjunction with home, community, and other supportive influences, Michigan education has the responsibility of providing experience and opportunities for students that will enable them to achieve optimum personal growth. As a result, each student should:

Acquire the knowledge, skills, attitudes and moral values needed for effective participation in a democratic society.

a. Develop an awareness and concern for the rights and well-being of others.
b. Develop a positive self-concept which includes an awareness of one's own values and a respect for one's ethnic background and culture.
c. Develop an appreciation of the values, ethnic backgrounds, and cultures of others.
d. Understand and accept the rights and responsibilities of democratic citizenship.
e. Develop a reasoned commitment to the principles and values which sustain a democracy.
f. Develop the knowledge, skills, attitudes necessary for participation in society and governments both as an individual and as a member of a group.
g. Understand, respect, and support the role and function of law in a democracy.
h. Understand, respect, and support the role and function of academic freedom, dialogue, and dissent in a democracy.

Acquire the knowledge, skills, and attitudes needed for effective participation in a pluralistic, interdependent, global society.

a. Acquire knowledge about persistent global issues such as the food, population, and energy problems.
b. Understand and appreciate the interrelatedness of local and national problems with those confronting the global society.
c. Develop skills and attitudes for effective communication and cooperation with people from cultures different from their own both at home and abroad.

Acquire knowledge of the principles, methods, and general content of the social sciences.

*Excerpts from The Common Goals of Michigan Education, 1980

a. Acquire a broad understanding of and respect for diverse human cultures, customs, beliefs, and value systems.
b. Acquire an understanding of the history and present state of own and other cultures.
c. Acquire knowledge of economics and economic systems.
d. Acquire the knowledge, skills, and attitudes necessary to be an effective producer and consumer of goods and services.
e. Acquire the knowledge, skills, and attitudes necessary to understand people and the environment, regions and the spatial organization of society.
f. Acquire knowledge of the main structure and functions of governments.

Acquire logical, critical, and creative thinking skills.

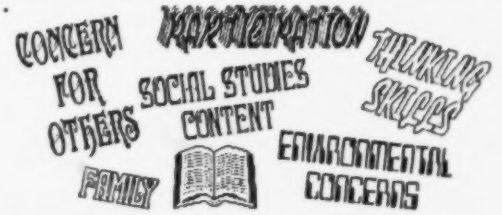
a. Acquire skills in gathering, analyzing, synthesizing, and presenting data.
b. Be able to formulate and test generalizations, predictions, and hypotheses based upon appropriate data.
c. Be able to identify cause and effect relationships.
d. Be able to apply inquiry skills, define and analyze problems, make decisions, and verify results.
e. Value and be able to apply divergent and intuitive thinking.

Acquire the knowledge necessary for the appreciation, maintenance, protection, and improvement of the environment.

a. Understand that humans are an inseparable part of a life support system and that whatever they do affects the interrelationships within the system.
b. Acquire an understanding of environmental problems and of alternative solutions.
c. Become aware of differing environmental value systems and of their potential effects.
d. Develop a desire to protect and enhance the environment.
e. Develop a personal responsibility to prevent and/or solve environmental problems.

Acquire knowledge and appreciation of the behaviors and attitudes necessary for responsible family membership.

a. Understand human growth and development.
b. Understand the different kinds of families and the inherent responsibilities of individual membership.
c. Acquire knowledge and attitudes for effective parenting.
d. Acquire an understanding of the needs and responsibilities of family life.



APPENDIX B
EDUCATION CODES AND STATE BOARD OF EDUCATION RECOMMENDATIONS

The School Code of 1976

380.1166 CONSTITUTION AND GOVERNMENTS; MANDATORY COURSES: COMMENCEMENT OF INSTRUCTION; EXCEPTION (M.S.A. 15.41166)

Sec. 1166. (1) In all public and nonpublic schools in this state regular courses of instruction shall be given in the constitution of the United States, in the constitution of Michigan, and the the history and present form of government of the United States, Michigan, and its political subdivisions. Instruction shall begin not later than the opening of the eighth grade, or its equivalent, except in schools maintaining a junior high school, in which case it may begin in the ninth grade.

(2) A high school in this state which offers 12 grades shall require a 1-semester course of study of 5 periods per week in civics which shall include the form and functions of the federal, state, and local governments and shall stress the rights and responsibilities of citizens. A diploma shall not be issued by a high school to a pupil who has not successfully completed this course. This requirement shall not be as a graduation requirement for a high school pupil who has enlisted or been inducted into military service.

380.1168 CONSUMER ECONOMICS; CURRICULUM GUIDE (M.S.A. 15.41168)

Sec. 1168. The state board shall develop and make available to school districts a recommended curriculum guide including recommended materials for use in schools for teaching consumer economics as a separate course or as part of other courses.

380.1173 SOCIAL STUDIES; SELECTION AND SURVEY OF INSTRUCTIONAL MATERIALS (M.S.A. 15.41173)

Sec. 1173. (1) The appropriate authorities of a public school of the state shall give special attention and consideration to the degree to which instructional materials that reflect our society, either past or present, including social studies textbooks, reflect the pluralistic, multi-racial, and multi-ethnic nature of our society, past and present. The authorities,

consistent with acceptable academic standards and with due consideration for the required ingredients of acceptable instructional materials, shall select instructional materials which accurately and positively portray the varied roles of men and women in our pluralistic society.

(2) The state board shall make a biennial random survey of instructional materials in use in this state to determine the progress made in the attainment of these objectives.

380.1174 CULTURE OF ETHNIC, RELIGIOUS, AND RACIAL MINORITIES; CONTRIBUTIONS OF WOMEN; GUIDELINES (M.S.A. 15.41174)

Sec. 1174. (1) The state board may develop guidelines for expanding the existing school curriculum to include materials on the cultures of ethnic, religious, and racial minority peoples, and the contributions of women, as defined by the state board.

(2) Guidelines promulgated pursuant to subsection (1) shall be available for grades K-12 in every public or nonpublic school. The guidelines shall include:

(a) History and heritage of ethnic, religious, and racial minorities and of women and their contributions.

(b) Living conditions, beliefs, and customs of ethnic, religious, and racial minorities and of women and their contributions.

(c) Problems and prejudices encountered by ethnic, religious, racial minorities and by women.

(d) Word meanings and usage as employed by ethnic, religious, racial minorities and by women.

(e) Culturally related attitudes and behavior of ethnic, religious, racial minorities and women.

STATE BOARD RECOMMENDATIONS

Several documents approved by the State Board of Education address matters and contain recommendations specifically related to social studies education in Michigan and are available upon request. Included are:

1) Better Education for Citizens: A Blueprint for Action (The Michigan State Board of Education Plan)

2) Bias Review Procedure: A Procedure for Detecting and Documenting Sex, Race and Other Biases in Educational Materials

3) The Common Goals of Michigan Education (1979)

4) Essential Goals and Objectives for Social Studies Education in Michigan K-12 (1987)

5) Guidelines for Global Education (1977)

6) The Michigan Essential Skills (1979)

7) Michigan Life Role Competencies (1978)

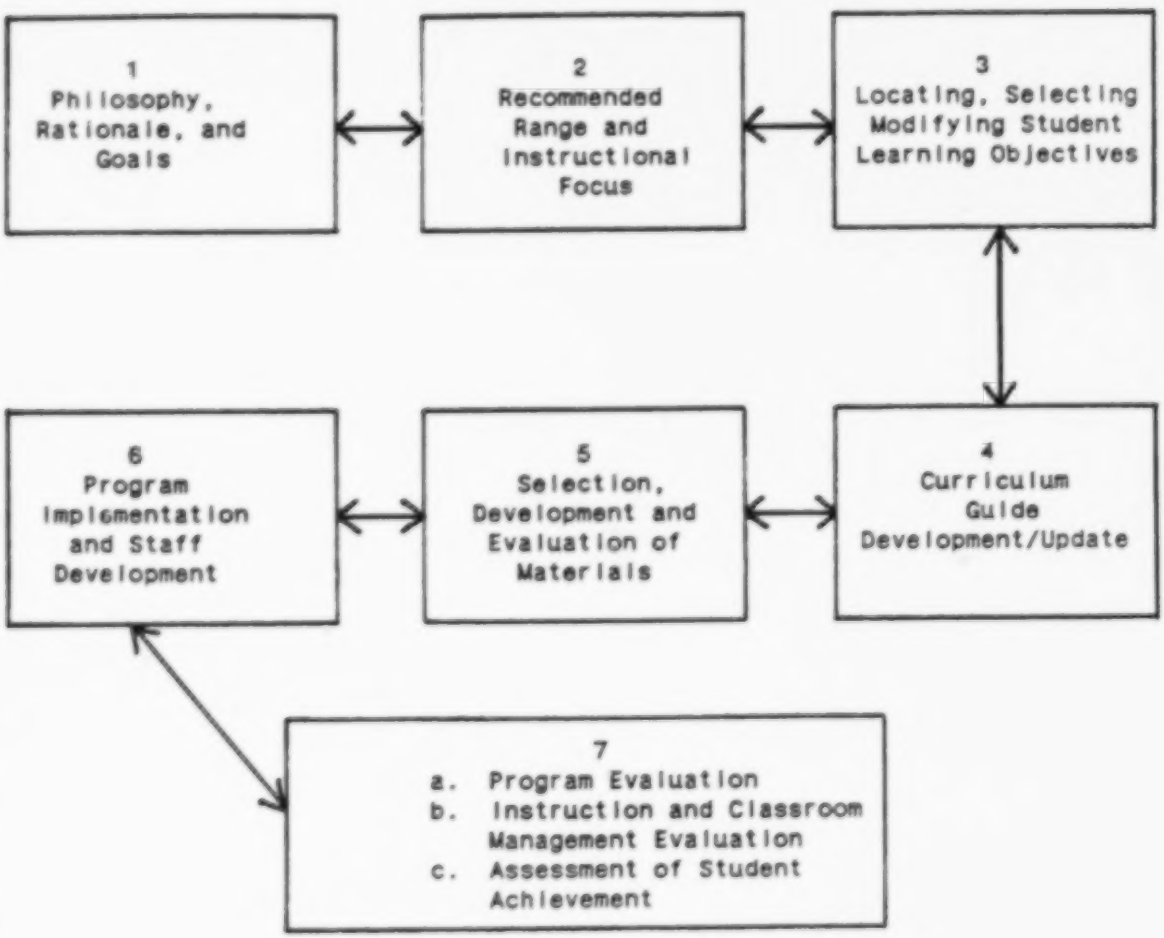
8) Michigan K-12 Program Standards of Quality (1986)

9) Multicultural Education: Suggested Classroom Activities (1983)

10) A Position Statement and Resource Guide on: Involvement of Parents and Other Citizens in the Educational System (1982)

11) Position Statement on Multicultural Education (1979)

APPENDIX C
A MODEL FOR SOCIAL STUDIES CURRICULUM AND INSTRUCTIONAL PROGRAM PLANNING



*Davis, James E. and Holey, Frances, Editors, Planning A Social Studies Program: Activities, Guidelines and Resources. Social Science Education Consortium, Inc. Boulder, Colorado, 1977. pp. 3-6.

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